

# **Assessment – Writing**

CTGE 5534

Beginning Reading and Writing  
in Inclusive Classrooms

Instructor – Andrew Fletcher

## Good Writing Samples include the following....

- Opportunity for the student's voice to emerge (thus, a personal narrative)
- Sequencing including a beginning, a middle, and an end
- Must be totally authentic – meaning no editing, revision, teacher coaching, etc.
- More than one sentence
- Be personal in nature

Was I sed a baby bird it fell out of its nest.

I gave some food to it.

We took the bird to the vet.

Once I <sup>saw</sup> a baby bird.

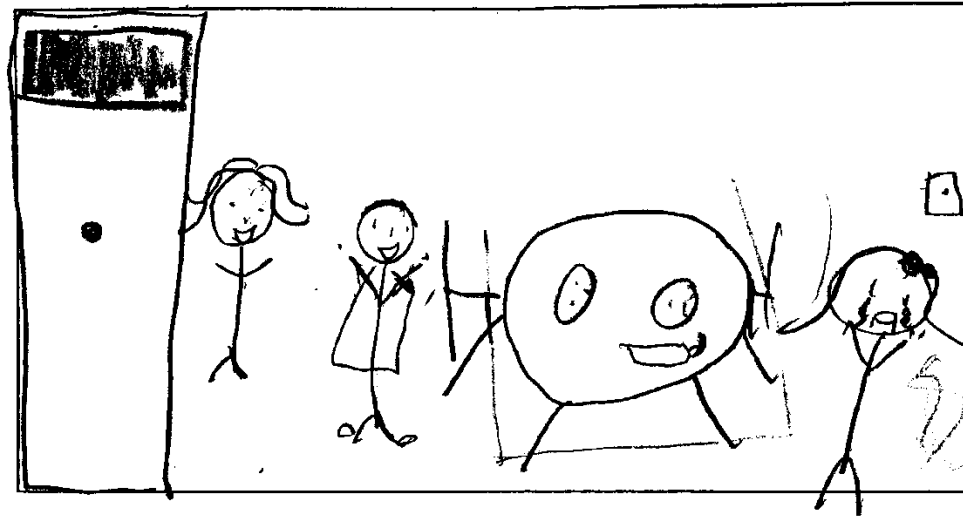
It fell out of its nest.

I gave some food

We dug until we found worms.

We took the bird to the vet.

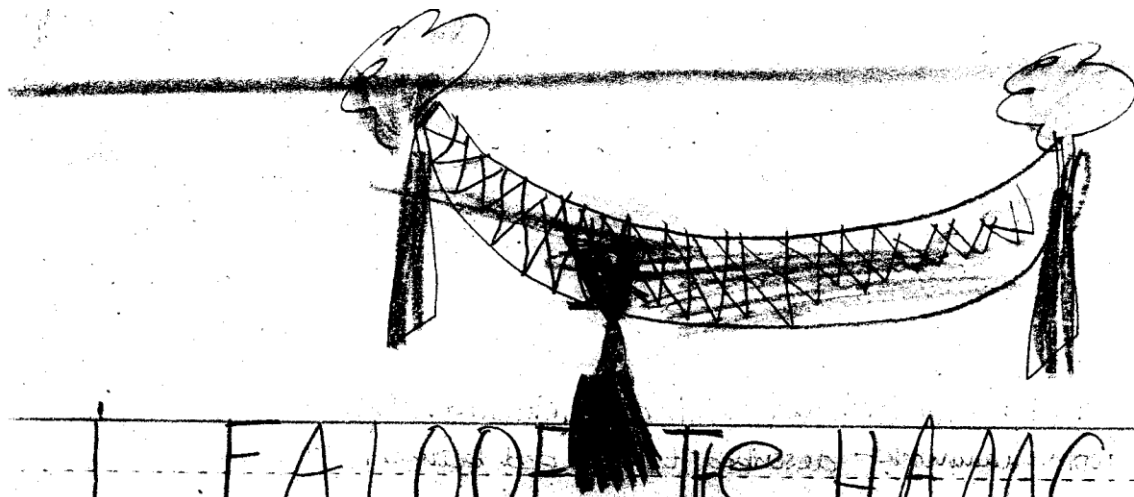
Name: Taina



first  
I <sup>woke</sup> <sup>up</sup> <sup>my</sup> <sup>brother</sup> <sup>said</sup> <sup>let's cook</sup>  
Brth Sit Like  
We got a <sup>knife</sup> <sup>roaf</sup> I  
<sup>cut</sup> <sup>myself.</sup>  
kot hits got I was  
<sup>bleeding</sup> <sup>never</sup> <sup>want</sup>  
Beog I hefr h rwt to  
<sup>cook</sup> <sup>again</sup>  
Like agn.

I went to the Park  
I Fell Down  
I got a cut  
I Went to the  
doctor They  
gave me a stitch  
It hurt

I went to the  
park. I fell  
down. I got  
a cut. I went  
to the  
doctor. They  
gave me a  
stitch. It  
hurt.



I FALLOOFTHE HAMMOCK

I fell off the hammock

AND I WENT TO THE DR

and I went to the doctor

I GOT + ASD TO BE

I got ~~test~~ tested to be

BADDER

better

# Tips for Getting a Writing Sample

- Try to get a *personal narrative*, where the child describes a life experience or tells a story that happened to them
- Aim for a prompt that follows a narrative story sequence, with a beginning, middle, and end
- Tap into the child's personal interests and motivations
- Have them “read back” their writing to you, while you transcribe it (write down what they've read to you)
- Use paper appropriate to the child's ability level.
- For emergent writers – the “writing” can be in picture form with child-written labels and teacher dictation and transcription

# Give a Story to Get a Story

- One time, I got hurt... (bee stings, trips to the ER)
- Accidents I saw
- Trips and vacations
- Moments of drama, excitement, tension, problem and solution



# Evaluating Writing

- Looking at your focus student's sample, evaluate the following:
  - Their sentence structure
  - Their story structure
  - Their word choice & ability to express themselves
  - Their mechanics and conventions
  - Their level of spelling
  - Their ability to convey an idea
  - Their voice
  - Their clarity
  - Their organization

# 6-Trait Assessment for Beginning Writers

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(See the actual rubric on the course wiki.)

1 <i>EXPERIMENTING</i>	2 <i>EMERGING</i>	3 <i>DEVELOPING</i>	4 <i>CAPABLE</i>	5 <i>EXPERIENCED</i>
<b>IDEAS</b> <ul style="list-style-type: none"> <li>• Uses scribbles for writing</li> <li>• Dictates labels or a story</li> <li>• Shapes that look like letters</li> <li>• Line forms that imitate text</li> <li>• Writes letters randomly</li> </ul>	<b>IDEAS</b> <ul style="list-style-type: none"> <li>• Some recognizable words present</li> <li>• Labels pictures</li> <li>• Uses drawings that show detail</li> <li>• Pictures are supported by some words</li> </ul>	<b>IDEAS</b> <ul style="list-style-type: none"> <li>• Attempts a story or to make a point</li> <li>• Illustration supports the writing</li> <li>• Meaning of the general idea is recognizable/understandable</li> <li>• Some ideas clear but some are still fuzzy</li> </ul>	<b>IDEAS</b> <ul style="list-style-type: none"> <li>• Writing tells a story or makes a point</li> <li>• Illustration (if present) enhances the writing</li> <li>• Idea is generally on topic</li> <li>• Details are present but not developed (lists)</li> </ul>	<b>IDEAS</b> <ul style="list-style-type: none"> <li>• Presents a fresh/original idea</li> <li>• Topic is narrowed and focused</li> <li>• Develops one clear, main idea</li> <li>• Uses interesting, important details for support</li> <li>• Writer understands topic well</li> </ul>
<b>ORGANIZATION</b> <ul style="list-style-type: none"> <li>• Attempts to write left to right</li> <li>• Attempts to write top/down</li> <li>• No sense of beginning and end yet</li> <li>• Experiments with spacing</li> </ul>	<b>ORGANIZATION</b> <ul style="list-style-type: none"> <li>• Consistently writes left to right</li> <li>• Consistently uses top/down</li> <li>• Experiments with beginnings</li> <li>• Begins to group like words/pictures</li> </ul>	<b>ORGANIZATION</b> <ul style="list-style-type: none"> <li>• A title is present</li> <li>• Limited transitions present</li> <li>• Beginning but no ending except "The End"</li> <li>• Attempts at sequencing</li> </ul>	<b>ORGANIZATION</b> <ul style="list-style-type: none"> <li>• An appropriate title is present</li> <li>• Attempts transitions from sentence to sentence</li> <li>• Beginning works well and attempts an ending</li> <li>• Logical sequencing</li> <li>• Key ideas begin to surface</li> </ul>	<b>ORGANIZATION</b> <ul style="list-style-type: none"> <li>• An original title is present</li> <li>• Transitions connect main ideas</li> <li>• The opening attracts</li> <li>• An effective ending is tried</li> <li>• Easy to follow</li> <li>• Important ideas stand out</li> </ul>
<b>VOICE</b> <ul style="list-style-type: none"> <li>• Communicates feeling with color, shape, line in drawing</li> <li>• Work is similar to everyone else's</li> <li>• Ambiguous response to task</li> <li>• Awareness of audience not present</li> </ul>	<b>VOICE</b> <ul style="list-style-type: none"> <li>• Hints of voice present in words and phrases</li> <li>• Looks different from most others</li> <li>• Energy/mood is present</li> <li>• Treatment of topic predictable</li> <li>• Audience is fuzzy-could be anybody, anywhere</li> </ul>	<b>VOICE</b> <ul style="list-style-type: none"> <li>• Expresses some predictable feelings</li> <li>• Moments of individual sparkle, but then hides</li> <li>• Repetition of familiar ideas reduces energy</li> <li>• Awareness that the writing will be read by someone else</li> <li>• Reader has limited connection to writer</li> </ul>	<b>VOICE</b> <ul style="list-style-type: none"> <li>• Writing is individual and expressive</li> <li>• Individual perspective becomes evident</li> <li>• Personal treatment of a standard topic</li> <li>• Writes to convey a story or idea to the reader</li> <li>• Attempts non-standard point of view</li> </ul>	<b>VOICE</b> <ul style="list-style-type: none"> <li>• Uses text to elicit a variety of emotions</li> <li>• Takes some risks to say more than what is expected</li> <li>• Point of view is evident</li> <li>• Writes with a clear sense of audience</li> <li>• Cares deeply about the topic</li> </ul>

# 6-Trait Assessment for Beginning Writers

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1 <i>EXPERIMENTING</i>	2 <i>EMERGING</i>	3 <i>DEVELOPING</i>	4 <i>CAPABLE</i>	5 <i>EXPERIENCED</i>
<b>WORD CHOICE</b> <ul style="list-style-type: none"> <li>Writes letters in strings</li> <li>Imitates word patterns</li> <li>Pictures stand for words and phrases</li> <li>Copies environmental print</li> </ul>	<b>WORD CHOICE</b> <ul style="list-style-type: none"> <li>Recognizable words</li> <li>Environmental words used correctly</li> <li>Attempts at phrases</li> <li>Functional language</li> </ul>	<b>WORD CHOICE</b> <ul style="list-style-type: none"> <li>General or ordinary words</li> <li>Attempts new words but they don't always fit</li> <li>Settles for the word or phrase that "will do"</li> <li>Big words used only to impress reader</li> <li>Relies on slang, clichés, or repetition</li> </ul>	<b>WORD CHOICE</b> <ul style="list-style-type: none"> <li>Uses favorite words</li> <li>Experiments with new and different words with some success</li> <li>Tries to choose words for specificity</li> <li>Attempts to use descriptive words to create images</li> </ul>	<b>WORD CHOICE</b> <ul style="list-style-type: none"> <li>Everyday words used well</li> <li>Precise, accurate, fresh, original words</li> <li>Creates vivid images in a natural way</li> <li>Avoids repetition, clichés or vague language</li> <li>Attempts at figurative language</li> </ul>
<b>SENTENCE FLUENCY</b> <ul style="list-style-type: none"> <li>Mimics letters and words across the page</li> <li>Words stand alone</li> <li>Patterns for sentences not in evidence</li> <li>Sentence sense not yet present</li> </ul>	<b>SENTENCE FLUENCY</b> <ul style="list-style-type: none"> <li>Strings words together into phrases</li> <li>Attempts simple sentences</li> <li>Short, repetitive sentence patterns</li> <li>Dialogue present but not understandable</li> </ul>	<b>SENTENCE FLUENCY</b> <ul style="list-style-type: none"> <li>Uses simple sentences</li> <li>Sentences tend to begin the same</li> <li>Experiments with other sentence patterns</li> <li>Reader may have to reread to follow the meaning</li> <li>Dialogue present but needs interpretation</li> </ul>	<b>SENTENCE FLUENCY</b> <ul style="list-style-type: none"> <li>Simple and compound sentences present and effective</li> <li>Attempts complex sentences</li> <li>Not all sentences begin the same</li> <li>Sections of writing have rhythm and flow</li> </ul>	<b>SENTENCE FLUENCY</b> <ul style="list-style-type: none"> <li>Consistently uses sentence variety</li> <li>Sentence structure is correct and creative</li> <li>Variety of sentence beginnings</li> <li>Natural rhythm, cadence and flow</li> <li>Sentences have texture which clarify the important idea</li> </ul>
<b>CONVENTIONS</b> <ul style="list-style-type: none"> <li>Writes letter strings (prephonetic: dmRxzz)</li> <li>Attempts to create standard letters</li> <li>Writes word strings</li> <li>Attempts spacing of words, letters, symbols or pictures</li> <li>Student interpretation needed to understand text/pictures</li> </ul>	<b>CONVENTIONS</b> <ul style="list-style-type: none"> <li>Attempts semi-phonetic spelling (MTR, UM, KD, etc.)</li> <li>Uses mixed upper and lower case letters</li> <li>Uses spaces between letters and words</li> <li>Random punctuation</li> <li>Nonstandard grammar is common</li> </ul>	<b>CONVENTIONS</b> <ul style="list-style-type: none"> <li>Uses phonetic spelling (MOSTR, HUMN, KLOSD, etc.) on personal words</li> <li>Spelling of high frequency words still spotty</li> <li>Uses capitals at the beginning of sentences</li> <li>Usually uses end punctuation correctly (!?)</li> <li>Experiments with other punctuation</li> <li>Long paper may be written as one paragraph</li> <li>Attempts standard grammar</li> </ul>	<b>CONVENTIONS</b> <ul style="list-style-type: none"> <li>Transitional spelling on less frequent words (MONSTUR, HUMUN, CLOSED, etc.)</li> <li>Spelling of high frequency words usually correct</li> <li>Capitals at the beginning of sentences and variable use on proper nouns</li> <li>End punctuation is correct (!?) and other punctuation is attempted (such as commas)</li> <li>Noun/pronoun agreement, verb tenses, subject/verb agreement</li> </ul>	<b>CONVENTIONS</b> <ul style="list-style-type: none"> <li>High frequency words are spelled correctly and very close on other words</li> <li>Capitals used for obvious proper nouns as well as sentence beginnings</li> <li>Basic punctuation is used correctly and/or creatively</li> <li>Indents a paragraph</li> <li>Shows control over standard grammar</li> </ul>